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ABSTRACT

An annotated bibliography on the occupational aspirations of minority college students as related to graduate business education is presented with most entries dated 1964 to 1978. Twenty-two selected studies relating to minority aspirations are annotated. In addition, supplementary materials include 51 entries without annotations, 15 nonannotated entries pertaining to tabular data, and 8 bibliographies related to black issues. Topics include the following: the extent to which students of different ethnic backgrounds follow through with their career and educational plans; why students did not continue their education; students' perceptions of careers and schools; career decisions and the differences between the plans of men and women and blacks and whites; students' perceptions of the career of business and graduate schools of business; access to black students of graduate and professional schools; the history and future of black education; vocational choices of college students; minorities in higher education; the graduate degree aspirations of ethnic student groups among those who took the Graduate Record Examination; barriers to minority student college enrollment; students' undergraduate experiences and their effect on career decisions; occupational aspirations of blacks as compared to whites in the United States; enrollment of black students in professional and graduate study; career expectations of male and female black college seniors; 1964 graduates of predominantly Negro colleges; the new market for highly educated black Americans; black consciousness, identity, and achievement; minority admissions and performance in graduate study; increasing the supply of minority managers for U.S. corporations; and the availability of minorities and women for professional and managerial positions, 1970-1985. (SW)

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RESEARCH REPORT

THE OCCUPATIONAL ASPIRATIONS OF MINORITY COLLEGE STUDENTS

An Annotated Bibliography as Related to Graduate Business Education

E. Leta Davis

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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I. Annotated Bibliography of Selected Studies Related to Minority Aspirations

Baird, L. L. Careers and curricula. Princeton, NJ: Educational Testing Service, 1974.

In 1971 a total of 21,000 college seniors responded to the College Senior Survey sent out by Educational Testing Service. Of these 7,112 responded to a follow-up questionnaire, sent in 1972, that inquired about their subsequent activities. A weighted figure was obtained to represent the students and their activities, which showed that 3.5 percent of the black students and 2.8 percent of the white students were engaged in professional study in business. The majority of the students had already entered the labor force, but, of the black students who were attending graduate school the highest percentage (4.2) were enrolled in a social science field. In contrast, 4.6 percent of the whites were in a hard science area. Across race, 4.2 percent of the men and 0.7 percent of the women were attending business school. The study goes on to explore the extent to which students of different ethnic backgrounds follow through with their career and educational plans.

Chapter 2 examines why students did not further their education. Thirty-eight point two percent of the black students said they needed to earn money and 31.2 percent said they could not afford it. The need of practical experience was the reason given by 35.9 percent of the blacks for not attending graduate school. Of those blacks not attending, 48.2 percent intended to enter graduate school after working several years. In fact 70 percent definitely intended to go to graduate school as opposed to 46 percent of the whites. The students' career plans after graduate school are examined in Chapter 4. Other chapters cover the

students' feelings about their schools, faculty, administration, standardized testing, etc. Chapter 9 deals with the differences between the graduate experiences of black and white students. It suggested that blacks feel more remote from their professors than whites.

Baird, L. L., Hartnett, R. T., & Clark, M. J. The graduates. Princeton, NJ: Educational Testing Service, 1973.

This report analyzes the responses of 21,000 students to the 1971 College Senior Survey. It examines their undergraduate experiences, their perceptions of careers and schools, their career decisions, the differences between the plans of men and women, the differences between blacks and whites, the correlation between grades and test scores, and the correlations between career choices and financial aid. The results show that almost equal numbers of blacks (3.5%) and whites (3.7%) intend to go to business school, while more men (5.5%) than women (1.0%) intend to. The reasons given by large percentages of black students for their choice of vocational fields are independence, service to others, security (for students at predominantly black institutions), interest in working with people rather than things, use of special talents and abilities, and finally, an interest in the work activities. This study differs from some others in that large percentages of the students did not chose the high income reason. Other topics covered were parents' attitudes, educational aspirations, plans for after graduation, reasons for both furthering or not furthering their education, and experiences involved in applying to graduate schools. Of particular interest were seniors'

perceptions of the career of business as a well paying, but relatively insecure and high pressure career, which may have an overabundance of qualified people. Seniors also perceived graduate schools of business as competitive and demanding, with good teaching, but lacking in choice of courses and opportunities for research. Also of interest were the reasons given by students who did not plan to go on to advanced study the next fall for not doing so. The major reason for whites was that they were simply tired of being students; the major reason for blacks was that they could not afford to go.

Blackwell, J. E. Access of black students to graduate and professional schools. Atlanta, GA: Southern Education Foundation, 1975.

This paper discusses admission policies and practices, enrollment trends, barriers to professional practice, and various efforts to increase the number of black students in graduate and professional schools. It gives brief descriptions of recruitment attempts by various professional groups, such as the Council of Legal Education Opportunity, American Medical Association, and the Carnegie Corporation.

Bowles, F., & De Costa, F. A. Between two worlds. Berkeley, CA: The Carnegie Foundation for the Advancement of Teaching, 1971.

In this examination of black education, studies related to students' aspirations are not given much space. The history and future of black

education receive the most attention. Chapters 10 and 11, "Negro Students and Their Aspirations" and "Negro Education and the Professions," respectively, summarize the results of several studies related to the topic.

Brown, D. Students' vocational choices: A review and critique from Guidance Monograph Series. Stone, S. C., and Shertzer, B. (Eds.). New York: Houghton Mifflin Company, 1970.

Chapter three of this book reviews studies related to the vocational choices of college students. The studies were concerned with the vocational decision-making process, personality factors, self-concept, women's choices, parental occupation, etc. Relevant studies were selected from the bibliography for review.

Cabrera, Y. A. Minorities in higher education: Chicanos and others. Niwot, CO: Sierra Publications, 1978.

Cabrera presents general statements about minority education and discusses some recommendations. Chicanos receive the most attention with five chapters related to them; including United States Hispanics', educational needs of Chicanos, Mexican-American higher education, and recommendations for Chicano education. Two chapters are devoted to black education and needs. American Indians, Asian Americans, and Puerto Ricans are each discussed in separate chapters. Sixty-four tables present data including general enrollment, degrees granted, specific

degree and major information, and some census data. Specific fields treated are law, medicine, dentistry, engineering, and pharmacology, all of which underenroll minorities, especially Hispanics.

Centra, J. A. The graduate degree aspirations of ethnic student groups among GRE test takers. Princeton, NJ: Educational Testing Service, 1979.

By analyzing the answers of 192,000 students who had registered for and taken the 1976-77 GRE Aptitude test, completed at least one of the background questionnaires, had indicated their ethnic identification, and had stated their educational objective; Centra was able to examine the differing aspirations of seven minority groups. Regression analysis were performed on the data to identify and compare the predictors of aspirations for each of the ethnic groups. Further analysis examined the difference between the degree plans of minority and white students.

Crossland, F. E. Minority access to college. New York: Schocken Books, 1971.

Chapter One outlines the problem and presents pertinent statistics. Black institutions are discussed in Chapter Two. Chapters Three and Four presents the barriers to minority enrollment and some attempts to lessen these barriers. Specifically discussed are how testing, preparation, money, location, motivation, and race act as barriers. The final chapter deals with conclusions and projections.

Davis, J. A. Undergraduate career decisions. Chicago: Aldine Publishing Company, 1965.

In 1961, 33,982 seniors from 135 institutions of higher education filled out a National Opinion Research Center questionnaire. The analyses detailed in this book examined what happened to the students during their undergraduate years and how it affected their career decisions. Topics covered included freshman career aspirations, changes in career aspirations by senior year, and how various factors relate to the stability of or changes in these aspirations. There is some separate analysis for Negroes. Results show that business and education gain students while medicine and engineering are among the "losers." The rest of the book goes into detailed examination of nine occupational groups. Some of the conclusions about business are: (1) It is a masculine field; (2) People who choose it are more interested in money than being original or creative; (3) Lower academic performance is associated with its choice; (4) Negroes are less interested in it; (5) Catholics are more interested than Protestants or Jews; (6) There is a net increase in persons choosing business between freshman and senior years; and (7) Interest in people, SES, and hometown are not highly related to choosing a business career.

Davis, J. A. Great aspirations. Chicago: Aldine Publishing Company, 1964.

Using a sample of 33,932 June graduates, the National Opinion Research Center set out to examine these students' career plans. The

book begins by describing the characteristics of the sample. This was followed by an overview of their plans for postgraduate study and the students' aspirations. Chapter Three examines various characteristics of the students who are planning to go on to graduate school including: motivation, academic performance, sex, race, background characteristics, and religion. Finally, Chapter Four looks at specific career fields and their relationship to student characteristics, beliefs, and academic plans.

Dreger, R. M., & Miller, K. S. Comparative psychological studies of Negroes and Whites in the United States: 1951-1965. Psychological Bulletin Monograph Supplement, 1968, 70.

A review of the literature comparing Negroes and whites included such topics as: physical and motor development, psychological functions, intellectual functions, social perceptions and attitudes, and others. In all, 10 major topics are covered.

Sixteen studies are reviewed concerning educational and occupational aspirations and expectations. Most of the studies found that Negroes have the same or higher educational aspirations than whites. They also place more emphasis on education, especially Negro girls. Negro girls in most studies reject the role of housewife. Occupational aspirations were as high or higher than whites but plans and expectations were lower. "The expressed goals are similar for the two races but Negroes plan less and generally appear to be less achievement orientated." "...the Negro female has consistently higher aspirations, more achievement

motivation, and she is more likely than the male to make plans and follow through with them."

One study felt that Negroes were more likely to desire and expect blue collar or military jobs and be less interested in farming although both groups sought white collar jobs.

Elliott, P. R. Enrollment of black students in professional and graduate study: A program to increase enrollment at the University of Florida. Journal of the American Medical Associaton, 1969, 209, 1073-1076.

This article describes five projects designed to increase enrollment of black students in general but specifically at the University of Florida. One project involved high school visits by members of the student American Medical Association to encourage black students to think about careers in the health sciences. Another consisted of having black medical students visit traditionally black colleges and talk with students there. A third project initiated the Southeastern College Counselors Conferences. These conferences were designed to increase a more initmate contact between the University of Florida, particuarly the college of medicine, and the counselors and colleges in the region. Another project makes selected faculty from the College of Medicine available for campus visits to participating colleges. The final project described was the Summer Fellowship Program for College Juniors.

Fichter, J. H. Career preparation and expectations of Negro college seniors. Journal of Negro Education, 1966, 35, 322-335.

This paper represents a portion of the data collected from the Class of 1964 by the National Opinion Research Center. It examines various aspects of the career expectations of male and female black college seniors. Examining job characteristics we find that more women than men feel that it is very important to have a job that offered opportunities to be helpful to others or useful to society, 90 percent versus 79 percent. Men and women feel equally about the importance of creativity and originality, 58 percent considered it very important. Men felt more strongly about chances to exercise leadership (44% vs. 31%), and making a lot of money (21% vs. 15%). This later finding is interesting in that it agrees with the Baird (1973) findings but not with several other studies which found that a much higher percentage of Negro students felt that making a lot of money was a very important job characteristic. It is interesting to note that many fewer students consider that they themselves lack the ability to become a business executive than to become a physician (16% of the males and 34% of the females said they lacked the ability to be a business executive; the figures were 46% and 57% for physician) because many student aspirations include physician but not business executives. The paper goes on to describe estimates of when and where Negroes will have equal job opportunities (10 years but not in the Southern states). Also, what the most important anticipated career activity will be (teaching 39%

males, 64% females; administration or management 18% males, 16% females). Most women expected to be working for an elementary or secondary school system (61%), while men expected to work for elementary or secondary schools (29%), business or industry (17%), or the federal government (17%). When asked the reasons for not entering business fields although they seriously considered it, the men's reactions were split between the feeling that Negroes can get nowhere (36%), they lost interest in the subject matter (27%), and they had no financial resources to pursue study (23%). Women either lost interest in the subject matter (55%) or felt Negroes would get nowhere in this field (26%). Of the 136 males who planned to go to graduate management schools, most felt that they would start in five years or less; 69 percent of the women said this. Of the 214 students who intended to enter graduate management schools 54 percent said that they felt their opportunity to get postgraduate training was equal to whites.

Fichter, J. H. Graduates of predominantly Negro colleges: Class of 1964. Washington, DC: U.S. Government Printing Office, Public Health Service Publication No. 1571, 1967.

Through tables, figures, and text the results of this study done for NIH by the National Opinion Research Center focuses on the experiences and plans of these Negro students. Chapters cover such topics as: childhood experiences, getting ready for college, poverty and life chances, talented Negro women, segregated colleges, plans for employment, race and job opportunities, and plans for postgraduate training.

Table 4.20 shows that one-third of the male graduates did not enter a business career, which they preferred, because they felt there was little chance for Negroes. Fifty-five percent of the female graduates lost interest. Students selecting careers in business increased from freshman to senior years, especially for males whose initial levels were much higher.

Fifteen percent of the male graduates and 44 percent of the female graduates felt that they did not have the ability to be a business executive while 26 and 49 percent, respectively, felt that they did not have the personality needed. Only two percent felt that they could not make enough money as a business executive and five or less percent felt that they would have to invest too much time and money into preparation for that career. Students classed business careers as poor job opportunities. They felt that business careers were opened mostly to exceptional Negroes but that this was changing for the better.

Freeman, R. B. Black elite: The new market for highly educated black Americans. New York: McGraw-Hill, 1976.

The Black Elite is a discussion about the improvement in the economic and occupational opportunities available to blacks since the 1960s. Chapter One gives the statistics that describes this change. It shows an increase in the percentage of non-white students compared to white students who enter management positions after graduating from college, a 13-point difference in 1950 to a 5-point differential in 1970.

The relative probabilities of employment showed the most gain in the fields of accounting, engineering, managemen., and personnel and labor relations. But these gains have not erased the uneq"al distribution of whites in the most desired positions. The increase in employment opportunities is accompanied by a similar increase in median income. Chapter Two tells of the increase in black enrollment in higher eudcation, including a section on graduate training. This section mentions some of the programs developed to encourage minority admissions to graduate schools including the Council for Opportunity in Graduate Management Education, Accelerated Business Leadership Education, and the Consortium for Graduate Study in Management. It also mentions that small enrollment of black students in graduate management programs compared to other fields. Chapter Three deals with the black students' response to this increase in educational occupational opportunity. Data showed that 7.3 percent of the black students in the Class of 1961 chose business careers compared to 20 percent of the Class of 1975. The increase in formerly closed fields was accompanied by a decline in education majors. Similar shifts in the occupational distribution of black college graduates were also shown. The "Black Elite" survey also showed that black students tended to underestimate the improvement in job opportunities for black MBAs and tended to overestimate the limitations caused by discrimination against black MBA (p. 83). Expected income has a greater effect on a black student's decision to enter a particular profession than it has on a white student. In addition, the stability of the income or employment is more important to black than white students. Chapter Four

deals with the new patterns of social mobility that resulted in the changes in the labor market. Chapter Five asks if the changes in the labor market are the result of antidiscriminatory activities by the federal, state, and local governments along with judicial decisions and the actions of private groups. Chapter Six states that public employers played a greater role hiring highly qualified blacks than did private employers. Chapters Seven and Eight deal with black school teachers and academicians, respectively. Chapter Nine summarizes the studies findings and exmaines their implications.

Gurin, P., & Epps, E. Black consciousness, identity, and achievement. New York: Wiley, 1975.

Between 1964 and 1970 the authors conducted a series of four cross-sectional and longitudinal studies on which the information in the book is based. The data came from students attending ten historically black colleges which were chosen to represent different types of predominantly black colleges and universities. Three characteristics were included in selection: (1) whether the schools were public or private institution, (2) whether they were of the highest academic status or a somewhat lower status, (3) whether or not there was administrative constraint placed on student activism. Using the data from these studies the authors examine individual achievement among the students, "collective" or group achievement, and finally, in the last of the three major subdivisions of this book, the two types of achievement are combined and integrated.

From questionnaires answered in both 1964 and 1970, it was discovered that 80-90 percent desired to enter into a profession, especially teaching and social service. Less than 10 percent of the students aspired to business related jobs, the authors remarking that students were "responding realistically to closed doors in business and industry." By 1970, however, the freshmen men were beginning to be more interested in business careers. While 81-92 percent of the students wanted to go on for an advanced degree, only 8-20 percent were certain they would be able to; financial considerations being the biggest stumbling block. Also only 5-20 percent intended to go on to graduate school in business. It was found that male students' aspirations and expectations were generally higher than those of the females although black senior womens' aspirations were higher than a sample of senior women from 246 four-year institutions. Also the women chose more "feminine" occupations.

Gurin, P., & Katz, D. Motivation and aspiration in the Negro college. Ann Arbor, MI. Institutes for Social Research, University of Michigan, 1966.

This report to the Office of Education examines the patterns of students' occupational aspirations at 10 predominantly Negro colleges. Approximately 4,000 students filled out questionnaires, 600 were interviewed, and 950 students participated in a special study to examine students' opinions of different careers. In addition, the freshman students filled out a second questionnaires at the end of their first year.

The study examined students' occupational choices and how the students' sex affects their choices. They also evaluated different occupations. In addition they examined social class, family influences, motivational factors, success expectancies, and realism of aspirations. Finally, institutional differences were analyzed.

Specific findings related to business education were that few students, 11 percent of the males and 12 percent of the females, were interested in business careers. Most of those males expected to be accountants (7%) and the majority of those females (5%) expected to be secretaries. The authors thought that students were not seriously considering other business careers. In addition, top-level business careers were not rated as having as high a prestige ranking as doctors or engineers, although many were considered desirable.

"The data indicate not only that few students in this population aspire to jobs in business but also that many business occupations are judged as being both relatively difficult for a Negro to obtain and rather low in prestige. Not only do these students' views about business opportunities for Negroes need to be altered, but there is also a need to redress the effect of exclusion and unfamiliarity on the prestige they attach to performing many of these business roles."

Hamilton, I. B. Graduate school programs for minority/disadvantaged students. Princeton, NJ: Educational Testing Service, 1973.

The stated purpose of this survey was fourfold: (1) to obtain a current and detailed description of special programs in this area; (2) to examine the administration, cost, level at which effective action takes place, and the effectiveness of these programs; (3) to identify future plans; and (4) to identify model programs. To obtain this information a 50-item questionnaire was sent to 302 member institutions of the Council for Graduate Schools in the United States, 195 useable questionnaires were returned. Information in the report covers enrollment (4.14 percent of all minorities were enrolled in business compared to 12.14 percent nationally), recruitment, special entrance procedures, and financial aid. Program self-evaluations were also examined. Institutions were asked to describe their strengths and weaknesses. Finally, a list of characteristics that seemed to describe the most effective institutions was developed.

Hartnett, R. T., & Payton, B. F. Minority admissions and performance in graduate study. New York: Ford Foundation, 1977.

Although related specifically to obtaining information that would be relevant to the Bakke case, some general information is presented in this report. One important finding stressed by this report is that many successful minority Ph.D. candidates would never have been considered for admission to graduate school if only test scores or undergraduate grades were used as the determinants of admission. In fact, half the

students in the study would not have been accepted to graduate school if a GRE-Verbal score of 500 or more was a requirement. If a combined requirement of a 500 GRE-Verbal score and a GPA of at least 3.00 were used, a third of the students would have been refused admission.

How to increase the supply of minority managers for United States corporations. Oak Park, IL: William M. Young and Associates, 1976-77.

This paper describes a study done for the Advisory Council of the Graduate School of Management of Northwestern University. It had four stated study topics: (1) businesses minority recruitment practices, (2) educational programs needed by minority students pursuing degree programs in schools of business, (3) methods for increasing the number of minority managers, and (4) ways to upgrade currently employed minorities into managerial positions. The major findings were: (1) young minority members lack a basic understanding of the business world; (2) high school age is the most important time for vocational choice; (3) parents, high school counselors, and teachers play a critical role in a youth's career decisions; (4) high school counseling systems do not provide accurate information; (5) high school business curriculum is inadequate; (6) early exposure of minority youth to business environment has a positive effect; (7) need to increase minority applicant pool to graduate management schools; (8) admission practices and results are being adversely affected by inadequate quantitative preparation of minority group applicants, by shortage of financial aid, and by inappropriate use of conventional

admission standards which are designed for whites; (9) need for more minority faculty; (10) addition of course work which develops social and political skills; and (11) examination of innovative curricula such as work experience, independent study, and competency based education. Additional findings suggest ways of upgrading existing minority employees and also specific short-term recommendations to the graduate school of management at Northwestern.

Inscitute for the Study of Educational Policy. Equal education opportunity for Blacks in U.S. higher education. Washington, DC: Howard University Press, 1976.

Chapter One of this book discusses the problems with data on blacks in colleges, including methodological considerations, problems with statistical techniques, incompatability of data across sources, and missing data. Access, distribution, and persistence of blacks in college is discussed in Chapter Two. Chapter Three "Barriers to equal educational opportunity for blacks" covers, along with categorical, educational, and psychosocial barriers to education, the concept of aspirations. Data shows that black aspirations are higher than actual attainment. Chapter Four discusses the impact of higher education on income, and Chapter Five deals with the policies of the federal government.

Schneider, S. A. The availability of minorities and women for professional and managerial positions 1970-1985. Philadelphia: The Wharton School, University of Pennsylvania, 1977.

This book discusses the outlook for minorities and women in seven professions. Separate sections deal with engineering, accountancy, other business and management, law, science, and medicine and dentistry. Some of the results of the American Assembly of Collegiate School of Business Survey are discussed. The resulting projections indicate a modest increase in the number of women and minorities entering business careers but not exceeding or even reaching their representation in the population.

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This book lists publications by and about blacks in six categories: 1) doctoral dissertations, 2) Institutional histories, 3) Periodical literature, 4) Master's theses, 5) Selected books and general references, and 6) Miscellaneous. Authors are listed alphabetically within each section. The selections are concerned primarily with "sources of information on various phases of the literature and research on Negro higher education and historically black Colleges and/or universities."

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The table of contents sets out a definite outline for this bibliography. Thirteen well defined categories, including economic status and problems, employment, and education, assist in the perusal of the entries. The subcategories of guidance and occupational choice lists studies that deal primarily with elementary and secondary school students. Annotations help explain some of the less clear titles.

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Porter, D. B. The negro in the United States: A selected bibliography. Washington, DC: The Library of Congress, 1970.

Under sections titled economic conditions, business, employment and education the compiler includes studies related to the topic. Also included are sections on bibliographies, civil rights, biography, cooking, history, literature, health and race relations.